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ABSTRACT

This report describes the Five Phase Teacher Education Program developed at Cardinal Stritch College, Milwaukee, Wisconsin in 1972. The Five Phase Program provides on-going clinical experiences for students in conjunction with general education, academic concentration, and professional education course work. The phases of the program include guided observation, general aiding, decision making seminar, specific aiding, and student teaching. A discussion of administrative and personnel, students, and cooperating schools and personnel is followed by discussion of facilities and supporting services, evaluation procedures and data. A teacher education handbook is included. (MJM)

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TEACHER EDUCATION

AT

CARDINAL STRITCH COLLEGE

SP 006 235

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Introduction

The Teacher Education Program at Cardinal Stritch College is a four year program of clinical preparation. It is aimed to help individuals to (1) become increasingly perceptive, (2) have a positive concept of themselves as teachers, (3) come to terms with themselves in respect to their motives for becoming teachers and (4) develop skills consistent with their personal integrity and the demands of the educative process.

It is believed that persons' learning styles, learning rates, and what they consider important to learn constitute unique differences that must be recognized and accommodated. Providing a program that does so, is one way of fostering the growth of self-directed, self-developing teachers.

It is also assumed that the education of teachers must be a joint venture of the college and the public and private schools which provide the vital laboratory settings for preparation. The interaction of administrators and cooperating teachers with college personnel is considered to be essential to the growth and continuous updating of the teacher education program in order to meet the changing needs of society, reflected in its schools.

Therefore, teachers, to be prepared today, must be helped to become self-developing--continually growing, eager to try different ideas yet sensitive to their merit and accountable for their application--as they adapt to and fulfill their role in shaping and responding to the changes that seem certain to occur.

The Department offers TEACHER EDUCATION PROGRAMS for:

- Early Childhood-Kindergarten Teaching
- Kindergarten-Primary
- Elementary Teaching (1-8)
- Teaching the Mentally Retarded (Special Education)
- Secondary Teaching (7-12)
- Teaching in Special Areas: Art, Music, Home Economics

Students receive a general education background, concentrate in one of the liberal arts majors and take a sequence of Education courses which qualifies them for certification by the Wisconsin Department of Public Instruction. Students from out of state are governed by the requirements for teaching in their respective states. It is the personal responsibility of the student to plan for meeting requirements and to obtain the certification he or she desires.

GENERAL EDUCATION REQUIREMENTS

The program of required general education (liberal arts) subjects is outlined as follows:

I Communication (oral, written): 2 courses

Upon successful passing of a proficiency test administered by the respective departments, a student may take two electives in communication or any other field to fulfill this requirement.

II. Humanities:

1. Literature or Foreign Language: 2 courses
One literature course may be in the literature of a foreign language. The 2 courses in a foreign language must be in the same language.

2. Art and/or Music: 2 courses

3. Philosophy and Theology: 3 courses in 2 areas

III. Mathematics and/or Natural Sciences: 2 courses

IV. Social and Behavioral Sciences: 3 courses not all in the same area, chosen from the following:

1. Economics

2. Geography

3. History
4. Political Science
5. Psychology
6. Sociology

V. Physical Education: 2 semesters

Physical Education requirements may be fulfilled off campus, but at the student's own expense, and with prior approval of the department.

The minimum number of hours in general education is 37. Requirements in general education are not fulfilled by courses in the major field.

Students preparing to teach must meet state certification requirements in their respective areas; departmental requirements for meeting standards of professional accreditation may call for additional courses.

The January Program, which is an integral part of the second semester, is required of all full-time students. All seniors are also required to fulfill successfully a Senior Culminating Experience designated by their respective departments.

PROFESSIONAL EDUCATION REQUIREMENTS:

The following courses are required for certification:

Early Childhood-Kindergarten: Ed. 100, 200, 201, 202, 220, (230), 299, 300, 305, 307, 308, 314, 412.

Kindergarten-Primary or Elementary Teaching: Ed. 100, 200, 201, 202 or 204, 220 or 221, (230), 299, 300, 305, 307, 309, 310, 312, 314, 404, 415 or 416.

Teaching the Mentally Retarded: Ed. 100, 200, 201 or SEd. 205, Ed. 202 or SEd. 209, Ed. 220 or 221, (230), 299, 300, 305, 307, 309, 404, SEd. 210, 308, 310, 313, 314, 419.

Secondary: Ed. 100, 200, 221, (230), 299, 300, 307, 316, 318, 404, 417.

Art Education: Ed. 100, 200, 221, (230), 299, 300, 307, 316, 404, 413, 414; Ar. 315.

Home Economics Education: Ed. 100, 200, 221, (230), 299, 300, 307, 316, 404, 413, 414.

Music Education: Ed. 100, 200, 221, (230), 299, 300, 307, 413, 414; Mu(methods) 308, 309, 310, 311, 312, 410.

The professional education program is a five-phase sequence which includes, besides the required professional education coursework, the following clinical experiences:

PHASE ONE:

Experiences

Guided observation in public and private schools
Discussion - inquiry groups with experienced teachers
student teachers
new teachers
specialists
college faculty and staff

Lectures

Films

Conferences

Conventions

Workshops

General Methods

Purposes

To give the teacher candidate an overview of the scope of teaching possibilities with opportunities to interact with members of the education profession.

To explore such possibilities in terms of the teacher candidate's individual needs and preferences.

To help the teacher candidate to perceive the school as a social institution and to develop an understanding of the role of the teacher in a variety of classroom situations.

To provide opportunities to begin to develop the skills of describing, analyzing, and hypothesizing.

PHASE TWO:

Experiences

Opportunities to act as teacher aides in a variety of tasks at different grade levels in public and private schools.

General Methods course
(if not included in Phase I)

Lectures

Films

Conferences

Conventions

Workshops

Purposes

To participate as an apprentice in the schools

To be in contact with children, schools and teachers.

To continue development of the skills of describing, analyzing, and hypothesizing.

To observe and begin to build a repertory of teaching strategies.

To aid the candidate in making decisions relative to entering the teaching profession.

PHASE THREE:

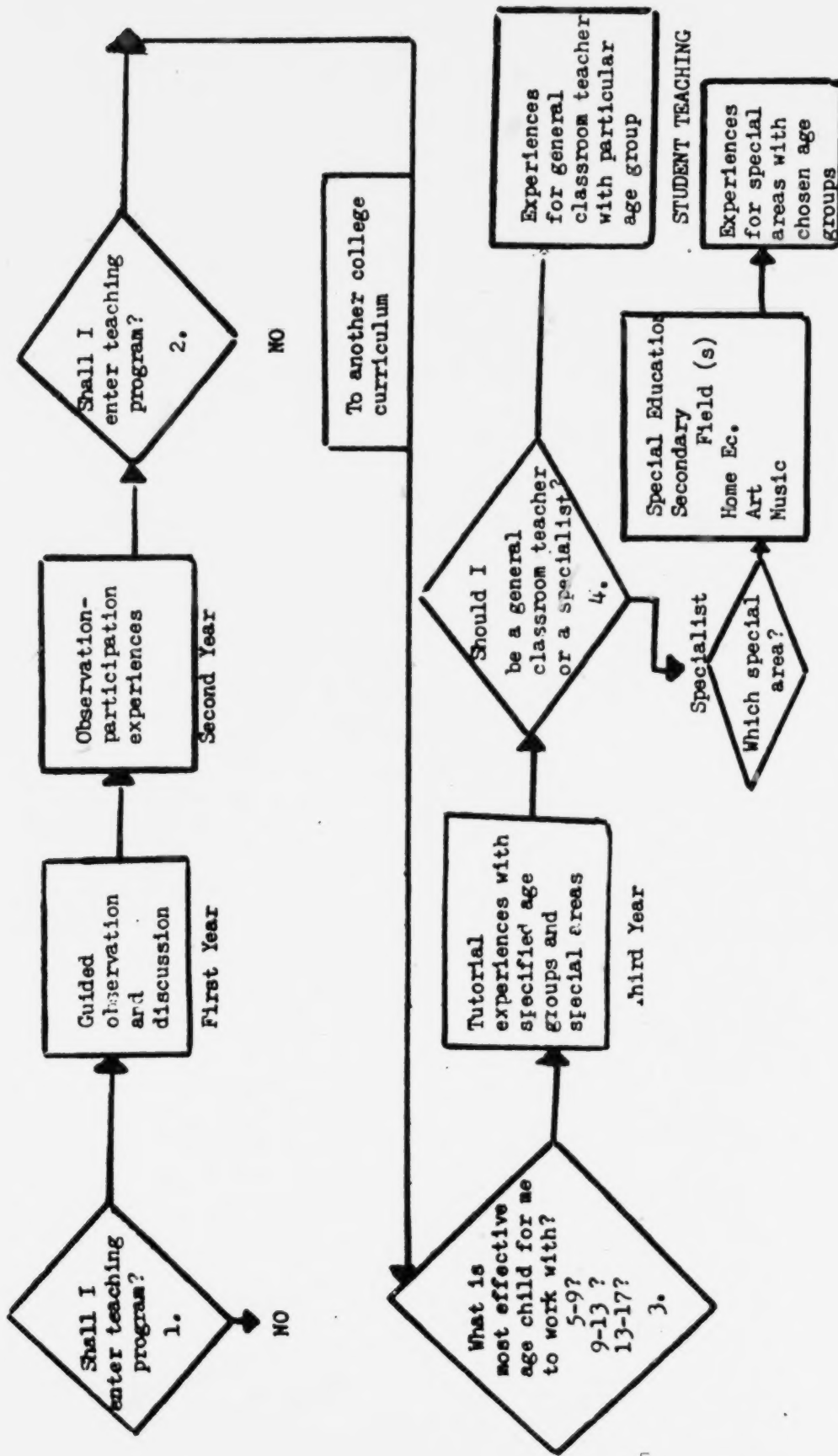
Experience

Decision Making Seminar

Purpose

To aid prospective teachers to make adequate decisions concerning four questions.

These questions are incorporated in the flow chart which follows.



FLOW OF QUESTIONS TO WHICH A STUDENT RESPONDS DURING THE

DECISION SEMINAR

adapted from
A Guide to Teacher Education
Program by W.R. Houston
for Michigan State Univ.

Since many facets of the curriculum are geared to the particular interest of the prospective teacher it is wise to have a decision made prior to the junior year. While decisions are not binding, a change can necessitate some restructuring of a student's program.

PHASE FOUR:

Experiences

Purposes

Tutorial in public and private schools

To help the teacher candidate identify with various roles of the teacher in working with a single child or a small group of children.

Work with children in youth organizations, church groups, etc.

To offer opportunities to work with various instructional media and to experience feedback from planned activities for children.

Teaching in simulated classroom situations

To apply principles of learning and understanding of human growth and development to planning activities which meet the needs and interests of a child or children.

Use of microteaching opportunities

To develop the skills of describing, analyzing, hypothesizing, treating, and observing consequences.

To begin to build and use a repertory of teaching strategies.

PHASE FIVE:

Experiences

Purpose

Teaching in real classroom situations

To provide opportunity to test teaching skills and understandings and to make instructional decisions which are tailored to meet the characteristics and needs of the children.

Using and analyzing micro-teaching tapes.

To try out various teaching strategies (derived from various theories of learning and from observation) to find a 'teaching style'.

Student 'teams' critique one another

To put into effect the skills of describing, analyzing, hypothesizing, treating, and observing consequences.

TO ESTABLISH AND DEMONSTRATE COMPETENCE IN TEACHING WHICH BRINGS ABOUT DESIRED LEARNING OUTCOMES IN CHILDREN.

Admission to the Teacher Education Program:

Ordinarily, students make preliminary application to the Education Department as Freshmen. Students who make the decision later to prepare for teaching apply at that time. Following successful completion of Phases I, II, and III of the program, formal application is again made to the Education Department for acceptance into Phase IV. Evidence of a grade point average of 2.25 is strongly recommended at this time. However, a student whose progress is at a rate which projects a 2.25 average by the senior year will be accepted. Applications are subject to approval of the Teacher Education Committee.

Application into Phase V is made the semester preceding the Student Teaching experience. Acceptance is based on fulfillment of the following requirements:

- 1) an overall grade point average of 2.25
- 2) a grade point average of 2.25 in Education courses
- 3) faculty recommendation and approval of the Teacher Education Committee.
- 4) attainment of satisfactory performance on the English Proficiency Test.

Degreed students desiring to enter a teacher education program, in addition to completing requirements for state certification, will be required to take such additional courses as may be necessary to afford adequate opportunity for evaluation and recommendation by the college.

Summer school may be required for students who begin teacher education programs later than the usual time or student teaching may be postponed until the ninth semester.

Note: Application forms are included in this Handbook; they are to be completed, removed from the book, and submitted at the proper times.

TEACHER EDUCATION PROGRAMS

Early Childhood-Kindergarten

General Education courses specified for this program:

General Psychology	3
Laboratory Sciences	8
Mathematics (+methods)	4
Speech Fundamentals	3

Required Education Courses:

Ed. 100, 200, 299, 300, Phases I, II, III, IV*	3
Ed. 201 Art Education	2
Ed. 202 Music Education	2
Ed. 220 Developmental Psychology I	3
Ed. 230 General Methods (If not taken in Phase Program)	2
Ed. 305 Children's Literature	3
Ed. 307 Education Psychology and Measurements	4
Ed. 308 Methods and Curriculum Early Childhood-Kindergarten	5
Ed. 315 Physical Education Methods	2
Ed. 412 Student Teaching Preschool, Kindergarten, or Primary	6

Electives:

Ps. 210 Nature of Exceptional Child	
Ed. 331 Individual Differences in Learning-Teaching	
Ed. 340 Behavior Management	
Ed. 404 History and Philosophy of Education	
Ed. 420 Parent Education	

*Guided Observation (Phase I); General Aiding in the Classroom (Phase II); Decision Making Seminar (Phase III); Specific Aiding in the Classroom (Phase IV).

TEACHER EDUCATION PROGRAMS

Kindergarten-Primary or Elementary

General Education courses specified for this program:

Laboratory Sciences	8
American Government	3
United States History	3
Geography	3
General Psychology	3
Mathematics (*Methods)	4
Speech Fundamentals	3

Required Education Courses:

Ed. 100, 200, 299, 300, Phases I, II, III, IV*	3
Ed. 201 Art Education	2
Ed. 202 Music Education - Kindergarten-Primary	2
Ed. 204 Music Education - Elementary	2
Ed. 221 Developmental Psy. II	3
Ed. 230 General Methods (If not taken in Phase Program)	2
Ed. 305 Children's Literature	3
Ed. 307 Educational Psychology and Measurements	4
Rdg. 309 Reading and Language Arts	4
Rdg. 310 Implementing Reading in the Classroom	2
Ed. 312 Curriculum	3
Ed. 315 Physical Education Methods	2
Ed. 404 History and Philosophy of Education	3
Ed. 415 Student Teaching K-P	6-8
Ed. 416 Student Teaching 1-8	6-8

*Guided Observation (Phase I); General Aiding in the Classroom (Phase II); Decision Making Seminar (Phase III); Specific Aiding in the Classroom (Phase IV).

Electives:

- Ed. 331 Individual Differences in Learning-Teaching
- Ed. 340 Behavior Management
- Ed. 420 Parent Education
- Mu. 110 Group Instruction in Piano or Guitar for
Classroom Teachers

TEACHER EDUCATION PROGRAMS

Special Education

General Education courses specified for this program:

Laboratory Sciences	8
General Psychology	3
Mathematics (+methods)	4
Speech Fundamentals	3

Required Education Courses:

Ed. 100, 200, 299, 300, Phases I, II, III, IV*	3
SEd. 205 Art Education	2
SEd. 209 Music Education	2
SEd. 210 Nature of Exceptional Child	3
Ed. 220, 221 Developmental Psychology I or II	3
Ed. 230 General Methods (If not taken in Phase Program)	2
Ed. 307 Educational Psychology and Measurements	4
SEd. 308 Speech Improvement	3
Rdg. 309 Reading and Language Arts	4
SEd. 310 Physical Education and Recreation for the Retarded	2
SEd. 313 Introduction to Mental Retardation	3
SEd. 314 Curriculum--MR	5
Ed. 404 History and Philosophy of Education	3
SEd. 419 Student Teaching--Normal and MR	6-8

Electives:

Ed. 305 Children's Literature	
Ed. 331 Individual Difference in Learning-Teaching	
Ed. 340 Behavior Management	
Mu. 110 Group Instruction in Piano or Guitar for Classroom Teachers	
Ed. 420 Parent Education	

*Guided Observation (Phase I); General Aiding in the Classroom (Phase II); Decision Making Seminar (Phase III); Specific Aiding in the Classroom (Phase IV).

TEACHER EDUCATION PROGRAMS

Secondary

General Education courses specified for this program:

General Psychology	3
Speech Fundamentals	3

Required Education Courses:

Ed. 100, 200, 299, 300 Phases I, II, III, IV*	3
Ed. 221 Developmental Psychology II	3
Ed. 230 General Methods (If not taken in Phase Program)	2
Ed. 307 Educational Psychology and Measurements	4
Ed. 316 Secondary Methods	2
Rdg. 318 Teaching Reading in High School	3
Ed. 404 History and Philosophy of Education	3
Ed. 417 Student Teaching 7-12	6-8

Electives:

Ed. 331 Individual Differences in Learning-Teaching	
Ed. 337 Adolescent Literature	
Ed. 340 Behavior Management	
Ed. 420 Parent Education	
Mu. 110 Group Instruction in Piano or Guitar for Classroom Teachers	

*Guided Observation (Phase I); General Aiding in the Classroom (Phase II);
Decision Making Seminar (Phase III); Specific Aiding in the Classroom
(Phase IV).

TEACHER EDUCATION PROGRAMS

Art Education K-12

General Education courses specified for this program:

General Psychology	3
Speech Fundamentals	3

Required Education Courses:

Ed. 100, 200, 299, 300, Phases I, II, III, IV*	3
Ed. 221 Developmental Psychology II	3
Ed. 307 Educational Psychology and Measurements	4
Ed. 230 General Methods (If not taken in Phase Program)	2
Ed. 316 Secondary Education Methods	2
Ed. 413, 414 Student Teaching: Special Areas	6-8

Electives:

Ed. 331 Individual Differences in Learning-Teaching
Ed. 340 Behavior Management
Ed. 420 Parent Education

Credits in Arts: _____
Minimum 54

*Guided Observation (Phase I); General Aiding in the Classroom (Phase II);
Decision Making Seminar (Phase III); Specific Aiding in the Classroom
(Phase IV).

TEACHER EDUCATION PROGRAMS

Music Education

General Education courses specified for this program:

General Psychology	3
Speech Fundamentals	3

Required Education Courses:

Ed. 100, 200, 299, 300 Phases I, II, III, IV*	3
Ed. 221 Developmental Psychology	3
Ed. 230 General Methods (If not taken in Phase Program)	2
Ed. 307 Educational Psychology and Measurements	4
Ed. 413, 413 Student Teaching: Special Areas	6-8

Required Music Education Courses:

Mu 308 Conducting	2
Mu 309, 310 Music Education	3,3
Mu 311, 312 String Workshop	2,2
Mu 410 Applied Music Pedagogy	2

When voice is the principle performance area:

Mu 119, 120 and/or 121 German, Italian, French Diction
3,3,3

Credits in Music: _____
Minimum 60

*Guided Observation (Phase I); General Aiding in the Classroom (Phase II);
Decision Making Seminar (Phase III); Specific Aiding in the Classroom
(Phase IV).

TEACHER EDUCATION PROGRAMS

Home Economics

General Education courses specified for this program:

General Psychology	3
Mathematics	6
Speech Fundamentals	3
Introductory Sociology	3
Art	4
Marriage and the Family	3
Chemistry	3

Required Education Courses:

Ed. 100, 200, 299, 300 Phases I, II, III, IV*	3
Ed. 230 General Methods (If not taken in Phase Program)	2
Ed. 307 Educational Psychology and Measurements	4
Ed. 316 Secondary Education Methods	2
Ed. 404 History and Philosophy of Education	3
Ed. 413, 414 Student Teaching: Specific Areas	6-8

Electives:

Ed. 331 Individual Differences in Learning-Teaching
Ed. 337 Adolescent Literature
Ed. 340 Behavior Management
Ed. 420 Parent Education

Credits in Home Economics: _____
Minimum 54

*Guided Observation (Phase I); General Aiding in the classroom (Phase II);
Decision Making Seminar (Phase III); Specific Aiding in the Classroom
(Phase IV).

STUDENT EDUCATION ASSOCIATION (SEA)

The Student Education Association is a campus organization affiliated with the Student WEA (Wisconsin Education Association) and Student NEA (National Education Association)--professional teacher organizations whose purposes are: (1) to advance the ideals and interests of the teaching profession, (2) to furnish an opportunity for the study of educational problems and permit an exchange of these ideas among members, and (3) to cooperate with local education associations throughout the state and with the WEA and NEA.

Two kinds of membership are possible: one involves only the payment of local dues (\$1 per year) for underclassmen; the other, "unified" membership includes national and state dues (\$3 per year), and entitles the student to subscriptions to the NEA JOURNAL and the WEA JOURNAL as well as insurance coverage needed by student teachers. Unified membership is required of all Seniors in Teacher Education and highly recommended for Juniors, Sophomores, and Freshman prospective teachers. Membership in the local chapter is required of all.

Meetings of the Student Education Association, held monthly, enable all students to maintain identity in Teacher Education, and afford opportunities to share in a variety of experiences, including guest speakers, demonstrations of teaching methods and techniques, panel discussions, field trips, films, etc. Membership in SEA, attendance at its meetings and participation in its activities are indicative of a prospective teacher's interest in the teaching profession.

STUDENT COUNCIL FOR EXCEPTIONAL CHILDREN (SCEC)

The Student Council for Exceptional Children, SCEC, is a student organization for all prospective teachers preparing for certification in Special Education as teachers of the mentally retarded. CSC's local chapter is affiliated with the national and state organizations of the Council for Exceptional Children. The purpose of this student organization is to acquaint students

with all aspects of exceptional education and to provide opportunities for pre-service involvement with children who are mentally retarded or who are otherwise handicapped because of learning disabilities.

TEACHER EDUCATION COMMITTEE

One of the standing committees of the college has the following functions:

1. Appraises and evaluates proposals made by the respective departments for teacher education curricula before submission to the curriculum committee.
2. Makes recommendations to the curriculum committee in the light of the evaluation and appraisal.
3. Coordinates the teacher education program.
4. Approves admission of students into Phases 4 & 5 of the Teacher Education Program.

Phase V - Student Teaching

The purpose of Phase V of the Teacher Preparation Program of Cardinal Stritch College is to help teacher candidates understand, practice, and perform those teaching competencies believed to be needed by the teachers of the '70's. Phase V, as are all other phases, is flexible, open-ended, and will be subject to continual study and revision in order to meet the needs of students, schools, and society.

Areas of competence have been established with performance criteria in each of the following:

- Affective - Human Relations
- Cognitive - Subject Matter Knowledge
- Psychomotor - Behavioral Skills

The program is designed to meet individual needs, especially in terms of pacing. It is believed that to individualize instruction emphasizes the human element in learning and develops self-awareness, confidence and self-respect in situations in which means and methods are matched to unique interest and activities.

PERFORMANCE INVENTORY

The Cardinal Stritch College Performance Inventory has been developed for the following purposes:

1. To be used as a guideline by cooperating teachers, student teachers, and college supervisors in evaluating the daily progress and performance of the student teacher.
2. To be used as the final evaluation tool submitted at the close of each student teaching experience.

The Performance Inventory and directions for its use are included here to give cooperating teachers and student teachers an opportunity to study the expectations of the student teaching experience.

USE OF PERFORMANCE INVENTORY AND EVALUATION

The student teacher is to be evaluated in each of the areas of competence listed in this form.

For each competence, check the student teacher at the level of proficiency that best describes his level of performance.

DESCRIPTION OF LEVELS OF PERFORMANCE

Assistant Teacher (AT): The student teacher performs at a level at which he needs additional time under supervision.

Beginning Teacher (BT): The student teacher performs at a level which demonstrates that he is able to assume the role of beginning teacher.

Teacher (T): The student teacher performs at a level usually associated with more experienced teaching.

ADDITIONAL INFORMATION FOR THE COOPERATING TEACHER:

1. "Some types of evidence" are to be used as guidelines to help both the Cooperating Teacher and Student Teacher evaluate the specific objective. There may be instances where certain evidences are not appropriate or where opportunities are not sufficient to make judgment.
2. It is recommended that these criteria be used by Student Teacher and Cooperating Teacher(s) as a guide for cooperative, on-going evaluation of the Student Teacher's progress. It is recommended that Student Teacher and Cooperating Teacher(s)--and, where possible, the College Supervisor--use this guide as a basis for the final conference. A single form is to be submitted, reflecting the views of all persons concerned in the evaluation process.

AREAS OF COMPETENCE

LEVELS OF PERFORMANCE

(Circle One)

A. HUMAN RELATIONS

The student teacher is able to establish warm and friendly relationships with pupils.

AT BT T

Some types of evidence:

Shows respect and concern for each pupil.

Takes time to listen and to help.

Demonstrates unbiased behavior toward all pupils.

Prizes the uniqueness of each pupil.

The student teacher is able to establish mutually acceptable relationships with his cooperating teacher(s) and with other professional and non-professional co-workers.

AT BT T

Some types of evidence:

Engages in cooperative planning with cooperating teacher(s).

Establishes an open and helping relationship with co-workers.

Respects opinions of his colleagues.

Comments:

AREAS OF COMPETENCE

LEVELS OF PERFORMANCE
(Circle one)

B. ROLE ADEQUACY

The student teacher senses the role called for in a particular situation and can assume it adequately. AT BT T

Some types of evidence:

Knows when to be friendly and when to be firm.

Uses authority appropriately.

Facilitates a good learning atmosphere.

Comments:

C. FLEXIBILITY

The student teacher responds flexibly to unforeseen situations and is able to exercise self-control and good judgment. AT BT T

Some types of evidence:

Is sensitive and responsive to the mood of group, individual, pupils, and cooperating teacher(s).

Is able to adapt plan to changing needs and circumstances.

Comments:

D. ORGANIZATION FOR TEACHING

The student teacher demonstrates initiative and adaptability in pre-planning in order to provide for the varying needs and abilities of the pupils. AT BT T

Some types of evidence:

Plans lessons and activities that are flexible and takes into consideration the interest, age, and experience of pupils.

Enlists pupil participation in the planning process.

Plans lessons and activities which reflect an awareness of individual needs by providing for individual and group work.

Procures and organizes in advance, materials, equipment and supplies to be used in instruction.

Incorporates behavioral objectives in long-range planning.

Comments:

AREAS OF COMPETENCE

LEVELS OF PERFORMANCE
(Circle one)

E. INSTRUCTIONAL TECHNIQUES

The student teacher utilizes a variety of techniques and methods in order to provide purposeful and functional practice in the basic skills and in related activities.

AT BT T

Some types of evidence:

- Stimulates an interest in learning.
- Uses a variety of instructional materials.
- Encourages critical thinking.
- Helps pupils develop independent study habits.
- Encourages quality performance consistent with the individual's ability.
- Adapts methods and materials to individual needs.
- Prepares and delivers presentation carefully.
- Fosters creativity to develop interest and skill.

Comments:

F. COMMUNICATION

The student teacher communicates clearly and adequately.

AT BT T

Some types of evidence:

- Gives instructions and directions in clear and understandable form.
- Allows ample time for giving assignments and directions.
- Uses a clear and well-modulated voice.
- Is able to "put across" ideas to individuals and groups.
- Is able to arouse interest in and enthusiasm for the task at hand through non-verbal as well as verbal communication.
- Writes correctly and legibly at all times.

Comments:

G. CLASSROOM MANAGEMENT

The student teacher shares in assuming responsibility for care and arrangement of physical facilities of the classroom.

AT BT T

Some types of evidence:

- Guides children in assuming responsibility for care of materials and physical features of the classroom.
- Assists in good housekeeping practices which is reflected in the appearance of the classroom.
- Assists in maintaining conditions which provide for a healthful and safe environment.

AREAS OF COMPETENCE

LEVELS OF PERFORMANCE
(Circle one)

Helps maintain bulletin boards and other displays to stimulate learning.

Comments:

H. EVALUATION OF PUPIL PROGRESS

The student teacher sets standards for individual achievement and provides opportunities for pupils to appraise their own work.

AT BT T

Some types of evidence:

Helps pupils evaluate their growth in terms of known strengths and weaknesses.

Involves pupils in planning and setting standards.

Assists pupils in becoming aware of goals.

Analyzes test results for individual success and failure in the learning experience.

Helps pupils appraise their own accomplishments in light of appropriate goals.

Utilizes test results as basis for future planning.

Comments:

I. PROFESSIONAL PREPARATION

The student teacher demonstrates an understanding of knowledge gained through professional courses in planning for and working with pupils.

AT BT T

Some types of evidence:

Gives evidence of knowledge of subject field content.

Adapts principles of child growth and development in planning learning activities.

Plans teaching-learning situation in accord with acceptable principles of learning.

Demonstrates in classroom procedures an awareness of new trends and information about teaching.

Comments:

AREAS OF COMPETENCE

LEVELS OF PERFORMANCE
(Circle one)

J. SELF PERCEPTION

The student teacher demonstrates a growing awareness of himself as a teacher whom he respects.

AT BT T

Some types of evidence:

Demonstrates the ability to evaluate himself in terms of his strengths and weaknesses.

Demonstrates a willingness to accept supervision.

Gives attention to dress and grooming.

Is reliable, conscientious, and punctual.

Is able to articulate some personal convictions about teaching.

Comments:

K. PROFESSIONALISM

The student teacher demonstrates an awareness of professional ethics as well as professional responsibilities beyond the classroom.

AT BT T

Some types of evidence:

Recognizes confidential nature of relationship between pupil, parent, and teacher.

Refrains from criticism of children, parents, and colleagues.

Follows policies of the school district.

Seeks opportunities for understanding his job better through participation in faculty meetings, parent conferences, P.T.A. meetings, meetings of professional organization whenever possible or appropriate.

Comments:

FINAL OVERALL EVALUATION:

RESPONSIBILITIES OF THE COOPERATING TEACHER

Since experience has shown that the sooner the student assumes the responsibilities of teaching, the better for him, it is suggested that he gradually assume instructional duties after a relatively short period of observation--probably two or three days. Thus, he first observes the work of the classroom, learns the names of the pupils and something about their personalities, becomes acquainted with the procedures and materials of instruction, helps with these matters, and learns to plan. At first we suggest that the student be given a small instructional assignment. Opportunities and responsibilities should be increased as he is able to handle them until full responsibility is his under the guidance of his supervising teacher.

In summary, the cooperating or supervising teacher is requested to:

1. Help the student teacher identify children in some manner.
2. Discuss teaching procedures with the student teacher, bringing out aims, provisions for individual differences, reasons for specific techniques.
3. Assign and approve lesson plans of the student teacher (daily, weekly, or unit) and offer constructive criticism.
4. Afford opportunities for the student teacher to:
 - a. Present a new lesson, review lesson, handle an entire unit;
 - b. Make out examination, correct them, and assign marks;
 - c. Plan seatwork and make evaluations of pupil progress.
5. Give the student samples of work, tests, and other study aids given to pupils.
6. Afford any and every opportunity you believe would be helpful for the student's professional growth, e.g., keeping attendance records, playground experiences, planning bulletin boards or other displays, assisting with routine classroom activities, working with small groups of children, becoming familiar with school records, becoming acquainted with school health services, manipulating audio-visual materials. (See types of evidence - Performance Inventory.)
7. Confer with the student teacher as convenient or as need arises (average one hour per week), giving helpful criticism and evaluation concerning the student's teaching.
8. If possible, inform the student teacher of the topics he will be expected to teach so that there can be long-range planning on his part.
9. In conference with student teacher (and college supervisor when possible), fill out and return the Performance Inventory (form supplied by the College) at the end of the student teaching experience.

RESPONSIBILITY OF COLLEGE SUPERVISOR

1. Make at least two visits to the classroom each quarter during the school day to observe each student teacher.
2. Confer with the cooperating teacher at each visit to the school and at other times if needed.
3. Meet with the student teachers in a weekly seminar and individual conferences as needed.
4. Assign final overall evaluation based upon personal observations and conferences with cooperating personnel and student teacher as related to areas of competence outlined in the Performance Inventory.

SPECIAL EDUCATION,
EARLY CHILDHOOD - KINDERGARTEN and ELEMENTARY
STUDENT TEACHING

Requirements of the Student Teacher:

1. Daily participation at the assigned school.
 - a. Teaching experiences at two levels are required. For kindergarten-primary student teachers, this might be kindergarten for the first quarter and a primary level (grades 1-3) for the second quarter or two different primary levels. For each elementary student teacher, two grade assignments are desired, one each quarter. Students in special education spend one quarter in the normal classroom and one with mentally retarded children.
 - b. Minimal observation of teaching and procedures within the assigned classroom, with increasing teaching and classroom management responsibilities, until such time as the student teacher can be self-dependent for full mornings of class conduct.
 - c. Observation of teachers of other classes and their activities is encouraged wherever and whenever possible. Such additional observational activities are left to the discretion of the principal and the cooperating teacher.
 - d. Participation in related teaching activities such as record keeping, playground supervision, extra-or co-curricular activities, parent conferences, professional meetings, etc., under supervision of the cooperating teacher and school.
2. One hour spent in weekly conferences (on the average) with the cooperating teacher. The time for this conference is to be worked out with the cooperating teacher, before the opening of school each day, if necessary. Daily conferences are preferable to a weekly conference.
3. One hour weekly conference with the college supervisor as scheduled on the regular class schedule.
4. Assignments:

Well-prepared, written lesson plans (daily, weekly, or unit as required) are to be submitted to the cooperating teacher for approval before use in the classroom. Lesson plans will also be inspected by the college supervisor at his discretion.

SECONDARY SCHOOL STUDENT TEACHING

Requirements of the Student Teacher:

1. Daily participation at the assigned school.
 - a. One hour in the major area. Minimal observation of teaching and procedures within the classroom of the major area, with increasing teaching and classroom management responsibilities, so that the teacher becomes self-dependent for the full class period of class conduct.
 - b. One hour in the minor area observing OR observation of teachers of other classes in the major area. Such additional observational activities are left to the discretion of the principal and the cooperating teacher. A minimum of teaching in the minor area is expected; however, class preparation for teaching in the minor area is not to interfere with the responsibility of teaching the major subject.
 - c. One hour in homeroom, library, guidance office, laboratory, or other service area for the purpose of acquainting the student teacher with the entire secondary school structure.
 - d. Participation in related teaching activities such as record keeping, extra- or co-curricular activities, parent conferences, professional meetings, etc. under supervision of the cooperating school is urged.
2. One hour weekly conference (on the average) with cooperating teachers. Daily conferences are preferable to a weekly conference.
3. One hour weekly conference with the college supervisor as scheduled on the regular class schedule.
4. Assignments:

Well-prepared, written lesson plans (daily, weekly, or unit as required) are to be submitted to the cooperating teacher for approval before use in the classroom. Lesson plans will also be inspected by the college supervisor at his discretion.

STUDENT TEACHING IN SPECIAL AREAS

ART, MUSIC, HOME ECONOMICS

Requirements of the Student Teacher:

1. Daily participation at the assigned school.
 - a. Observation and teaching experiences in the special field of concentration, with increasing teaching and classroom management responsibilities, so that the teacher becomes self-dependent for the full class and laboratory periods.
 - b. Such additional observational activities as may be arranged by the principal and the cooperating teacher(s).
 - c. Experience in homeroom, library, guidance office, laboratories, or other service area for the purpose of acquainting the student teacher with the entire school structure--at whatever level.
 - d. Participation in related teaching activities such as record keeping, extra- or co-curricular activities, parent conferences, professional meetings, etc. under supervision of the cooperating school is urged.
 - e. Two assignments are made for each student teacher in the special areas: one quarter at the elementary or junior high level and one at the high school level.
2. One hour weekly conference (on the average) with cooperating teachers. Daily conferences are preferable to a weekly conference.
3. One hour weekly conference with the college supervisor as scheduled on the regular class schedule.
4. Assignments:

Well-prepared, written lesson plans (daily, weekly, or unit as required) are to be submitted to the cooperating teacher for approval before use in the classroom. Lesson plans will also be inspected by the college supervisor at his discretion.

STUDENT TEACHING ACTIVITIES: CLASSIFICATION

- I. Observation (It is expected that the number of hours spent in observation will decrease as the weeks progress, since more hours will be spent in teaching.)
 - A. Observing regular class activities
 - 1. Taking notes for later discussion with supervising teacher
 - 2. Observing methods, materials, and techniques of teaching
 - 3. Determining or evaluating the effectiveness of teaching
 - B. Observing classes other than the ones specifically assigned
 - C. Observing individual pupils
 - D. Attending school programs such as assemblies, faculty meetings, etc.
- II. Participation
 - A. Making case studies of individual pupils (anecdotal records)
 - B. Clerical work (checking attendance, office records, duplicating)
 - C. Making a class seating chart and studying the seating arrangement
 - D. Caring for the physical conditions of the room (heating, lighting, ventilation)
 - E. Supervising seat work, study hall
 - F. Preparing and arranging bulletin board displays, room decorations and display cases or other exhibits
 - G. Constructing tests or other evaluation devices
 - H. Presenting a reading, story, description, or other contribution to class work
 - I. Outlining a learning unit or other plan for classroom use
 - J. Working with student committees in planning extra-curricular activities
 - K. Assisting with homeroom activities, pep rallies, athletic events, school programs
 - L. Setting up and putting away supplies and equipment
 - M. Making and keeping progress charts
 - N. Assisting with library work, filing, evaluating books.
- III. Teaching (The number of hours spent in teaching should progressively increase. When possible, the student should have the opportunity to assume full classroom or team member responsibility.)
 - A. Individual instruction (tutoring or remedial)
 - B. Group instruction
 - C. Assisting pupils with supplementary projects
 - D. Planning and taking field trips, giving programs, arranging an exhibit with children.*

--Adapted from
John Deven

PREPARATION OF LESSON PLANNING

Orientation: A lesson plan is a statement of the things a teacher proposes to do during the period he spends with his class. No instructor, however well trained in a subject, ever reaches a point where no planning is necessary. Outstanding teachers spend much time in preparation for their work. Familiarity with subject matter will not take the place of lesson planning. In general, it is poor policy to hear lessons out of a textbook. Lesson planning in supervised teaching gives the novice an opportunity to learn the principles of proper organization of subject matter in a real classroom situation under the direction of an experienced teacher.

Painstaking preliminary work over subject matter, materials, and activities insures a feeling of mastery when you appear before your class. You are certain to do more careful organizing if you reduce your plans to writing. Likewise, objectives are more likely to be clarified. You live through the recitation in advance. Few teachers can organize subject matter on the spur of the moment, or recall all items and illustrative material needed to develop a lesson. Well organized plans fix items in your mind, thus giving you a feeling of confidence. Without confidence there can be no enthusiasm and driving power.

The elements of a lesson plan are the assignment for the day, major and minor aims of the lesson, subject matter, method, evaluation and assignment for the following day. The form to be used is of secondary importance. It will vary with the material being taught. Plans should at first be detailed and complete; but, after one develops some proficiency in teaching, they may be made briefer. Unit plans should include behavioral objectives, pre and post testing plans, and overall evaluation.

In preparing plans, draw on several sources for your subject matter and illustrative materials. One can do little planning unless he is well grounded in his teaching field. Both extensive and intensive reading will be essential. Present your plans in advance to your supervising teacher during your student teaching experience for his approval. Get his criticisms and suggestions. Then revise and carefully study the plans. Use them in your recitations. Be familiar enough with the plans that you will not have to make constant reference to them.

LEARNING PRINCIPLES TO BE APPLIED TO THE PREPARATION OF LESSON PLANS

Studies related to learning reveal certain common findings, despite differences in learning theory. Individuals tend to learn better when they:

1. Actively participate, rather than passively receive the learning experience.
2. Have an opportunity to participate in the selection of what they learn. (This factor may involve motivational aspects in that the opportunity to choose increases the individual's sense of control and worthiness. Because individuals learn best those things they feel are significant, they may be more likely to see the significance of the task they choose themselves.)

3. Have the opportunity for knowledge of results very soon after the response is made (before an incompatible or erroneous response is made or repeated).
4. Experience success. (Success is most likely when the task is matched to the individual's capabilities and need for challenge.)
5. Are expected to succeed.
6. Identify with a competent model.
7. Work on a task suited to their dominant learning mode or style.
8. Work at their own pace or have a choice in the selection of pace.

PERTINENT SUGGESTIONS:

1. Good planning is characterized by flexibility and is in consonance with the objectives developed for the course.
2. It is wise to have alternatives in mind for times when some kinds of experiences for the pupils appear to be unrewarding.
3. Orientation for the day's work is significantly important. An anecdote, sidelight, analogy, thought question, parable, news clipping, or similar item serves as a good point of departure.
4. Planning should provide for capitalization on current events.
5. It is more important to "think through" than to write out plans elaborately.
6. Plans should be preserved as a "log" of activity and used as a basis for improved planning another year.
7. The assignment or assignment making should be a vital segment of the lesson plan.
8. In most cases, assignments should grow out of a day's lesson or activity as an extended learning experience. Optional and individualized activities should be provided. Assignments involving new and strange material should be avoided.
9. One segment of the lesson plan should set the stage for the next class period, in order to build interest and to raise questions.
10. The assignment should provide build-up for varied activities such as oral reports, committee activity, learning games, use of film, etc.
11. Pupils can develop initiative, resourcefulness, and originality by participating in the planning phases.
12. Assignments should be logical and frequently should be spontaneous outgrowths of classroom activity.
13. Assignments should be within the achievement ability of nearly all pupils and should be required of all pupils.
14. Assignments can be given effectively whenever appropriate--at the beginning, at the close, or at any point in the class period.
15. Assignments should be clear and concise, and have little need for later explanation.
16. Assignments should not be used as penalties.
17. Cooperative assignments with other departments in the school are frequently advisable.
18. Assignments should be made when defensible and not necessarily on routine days, before holidays, or before important evening school events.

IMPORTANT PARTS OF A GOOD TEACHING PLAN

1. Purpose Formulate the teacher's and the pupil's purpose. These may be identical. Often, however, they are different. In general you will note that the pupil's aim should be stated in terms of the definite tasks to be done during the period. Example: lesson plan for a study of insects. Teacher's purpose: to enable children to learn some of the common characteristics and habits of insects and to gain an insight into their importance. Pupil's purpose: find out about how insects live and how they affect our lives.
2. Activities. Include the procedures employed and the blocks of subject matter.
3. Time Budget. State the approximate time you expect to devote to each project that day if more than one is involved.
4. Illustrations. Be sure to include a sufficient number of good ones.
5. Questions. State a few that help to give unity to the activities.
6. Directions for work. The specifications of a good assignment:
 - a. It must develop naturally and psychologically out of something the class is doing and must lead into further activity as provided in the plan of the larger unit.
 - b. It must be planned to anticipate difficulties and to promote good work habits.
 - c. It must indicate what the pupil is to do, how he is to do it, and why.
 - d. It must provide for adapting work to meet individual differences.
 - e. The assignment must be made in such a way that each pupil will be held accountable for its performance.
7. Appraisal. Guide the pupil to a realistic self-appraisal.

SUGGESTED OUTLINE for a lesson plan:

1. OBJECTIVES
2. ACTIVITIES
3. MATERIALS (teaching aids, books, instructional supplies)
4. EVALUATION or APPRAISAL

DESIRED TEACHER CHARACTERISTICS

The following are characteristics of the effective teacher developed by Jack Ott, Barbara Thomson, and Howard Merriman in Prescription for Pedagogy: A Teacher Education Program. The total teacher education program is geared to providing opportunities to constantly develop, evaluate, and strengthen these skills.

I. Knowledge Base

A. General Competency

1. Native language
 - a. correctness and effectiveness of expression
 - b. interpretation of literary material
2. General mathematics
3. Natural science
4. Social studies

B. Special Competency

1. Content - knowledge of areas in which certified to teach (i.e.) knowledge of concepts, structure, methods of inquiry, applications, etc.)
2. Goals - knowledge of alternative statements of educational goals in special area and their underlying rationale.
3. Methodology - knowledge of special educational methods and their strengths and weaknesses.

C. Behavioral Science Competency

Knowledge of learning and motivation theories; ideal, normal, and deviant behavior; cultural differences; differences by age, etc.

D. History and Philosophy of Education Competency

Knowledge of the role of education in society historically, at present and in the future; the contributions of various philosophies and creeds to the goals of education.

II. Diagnosis Skills - Establishing Needs

- A. Awareness - diligence in observing and asking good questions; gathering representative, valid, and comprehensive information concerning self, students, neighborhood, classroom situations and procedures, school organizations, etc.
- B. Inductive reasoning - the ability to organize and draw correct inferences from information.
- C. Empathy - to perceive and appreciate how others view situations and understand them in terms of their backgrounds, values, interests, abilities, etc.

III. Prescriptive Skills - Devising Approach

- A. Creativity - problem-solving behaviors, the ability to generate a number of diverse and appropriate plans or ideas different from the ordinary.

- B. Judgement - selecting approach, the ability to identify suitable criteria and arrive at wise decisions for situations based on these criteria.

IV. Treatment Skills - Application of Approach

- A. Engineering Treatment - the ability to create conditions necessary for carrying out the approach (scheduling, obtaining resources, etc.)
- B. Managing Treatment - the ability to control the variables in the treatment process (control self, students, resources, etc.)

V. Affective Occupational Behavior - Predisposition Toward Occupational Tasks

- A. Motivation - predisposition to go into and stay in the profession. The desire to contribute through teaching.
- B. Conscientiousness - predisposition to do one's best regardless of task.

F O R M S

CARDINAL STRITCH COLLEGE
6801 N. Yates Road
Milwaukee, Wisconsin 53217

DEPARTMENT OF EDUCATION

Date _____

I, _____ hereby make
application to the TEACHER EDUCATION PROGRAM of the Cardinal Stritch College.

I desire to fulfill requirements for teaching as follows:

Early-Ch.-Kindergarten _____

Elementary _____

Secondary _____

Special Education _____

Art _____

Music _____

Home Ec _____

Major Subject _____ Minor Subject _____

Present academic status: Freshman _____ Sophomore _____ Other _____

Signed _____

Do not write below this line

Approved _____
Education Department

Date _____

Name _____

School _____

Town or City

Grade Level

or _____

Subjects Observed _____

Date	Hours	Teacher-Pupil Behaviors	Personal Reaction

CARDINAL STRITCH COLLEGE
6801 North Yates Road
Milwaukee, Wisconsin 53217

DEPARTMENT OF EDUCATION

Date _____

I, _____ hereby make
formal application for admission to the TEACHER EDUCATION PROGRAM, Phase
IV, of Cardinal Stritch College. I desire to fulfill requirements for
teaching as follows:

Early Ch.-Kindergarten _____
Elementary _____
Secondary _____
Special Education _____

Art _____
Music _____
Home Ec _____

Major Subject _____ Minor Subject _____

Present academic status: Junior _____ Sophomore _____ Other _____

Names of faculty members for recommendations:

1. Major department faculty member: _____
2. Faculty advisor: _____
3. Education Departments (sp. Ed., Reading, Ed.,) _____

Do not write below this line

Recommendations: Faculty Members _____

Overall grade point average _____
(2.25 recommended)
Education courses gpa _____
(2.25 recommended) _____

English Proficiency Test
Taken _____ P F %
Retaken _____ P F %

Approved:

Education Department

Teacher Education Committee

CARDINAL STRITCH COLLEGE
Department of Education

RECOMMENDATION FOR PHASES IV AND V
OF TEACHER EDUCATION PROGRAM

Name of Faculty Member reporting _____ Dept. _____

Name of Student to be evaluated _____

Student's Major _____ Teaching Minor _____

Level of teaching for which recommendation is sought:

Early-Childhood-Kindergarten _____
Elementary _____
Secondary _____
Special Education _____
Special Areas _____ Music _____ Home Ec _____

Since the goal of the college's Teacher Education Program is admission of those most likely to succeed, you are asked to rate the student named above on the following characteristics:

	Out- standing	Above Average	Average	Below Average	Poor
Personality Traits:					
Appearance:					
Cooperation					
Friendliness					
General Poise					
Emotional maturity					
Moral character					
Physical fitness; health					
Ability to communicate					
Clarity of thinking					
Scholastic ability					
Punctuality in turning in assignments					

Would you say this student has the qualities necessary for and gives promise of becoming a good teacher? (Please comment)

Date _____

Signed _____



CARDINAL STRITCH COLLEGE

6801 NORTH YATES ROAD • MILWAUKEE, WISCONSIN 53217

Dear

The Teacher Education Committee is pleased to inform you
that you have been accepted into Phase _____ of the
Teacher Education Program.

Chairman, Education Department

Member, Teacher Education Committee

Date: _____

CARDINAL STRITCH COLLEGE
Department of Education

PHASES II and IV.

AIDING EXPERIENCES

Teacher Candidate _____

School _____

Grade, Level, or Subject _____

Date _____

Check one: Phase II ____ Phase IV ____

-
-
1. Observation: (What observed)
 2. Participation in group activities:
 3. Individual work with children:
 4. Preparation, planning:
 5. Conference with teacher (s):
 6. Other activities:
 7. Personal reaction:

CARDINAL STRITCH COLLEGE
6801 North Yates Rd.
Milwaukee, Wisconsin 53217

EVALUATION OF STUDENT AIDE

Student: _____

Grade or Subject: _____

Teacher: _____

Date: _____

School: _____

Phase: _____

Please note specific strengths and weaknesses below:

Signature

CARDINAL STRITCH COLLEGE
6801 North Yates Road
Milwaukee, Wisconsin 53217

DEPARTMENT OF EDUCATION

Date _____

I, _____ hereby make formal
application for STUDENT TEACHING Phase V during the first semester, 19 ____
at the following level or area:

E.C.-Kindergarten _____
Elementary _____
Secondary _____
Special Education _____

Art _____
Music _____
Home Ec _____

Major Subject _____ Minor Subject _____

I have supplied the information required on the reverse side of this
application.

Signed _____

Do not write below this line

Recommendations: Faculty Members _____

Head, Major Department

Head, Minor Department

Instructor, Methods or Curriculum Course

Instructor, Education Department

Overall grade point average _____
(5th Sem. 2.25 required)

Education courses, grade point average _____
(5th Sem. 2.25 required)

Remarks:

Approved:

Education Department

Teacher Education Committee

I have taken the following courses:

				Instructor	Grade
ECK	E	SEd	S	Phases I, II, III, IV	
ECK	E	SEd		Art Education	
ECK	E	SEd		Music Education	
ECK	E	SEd		Physical Education Methods	
ECK	E	SEd	S	Educational Psychology and Measurements	
ECK		SEd		Developmental Psychology I	
	E	SEd	S	Developmental Psychology II	
ECK				Curriculum - Early Childhood-Kindergarten	
	E			Curriculum - Elementary	
		SEd		Curriculum for the Mentally Retarded	
			S	Curriculum - Secondary	
ECK	E	SEd	S	General Methods	
ECK	E			Children's Literature	
	E	SEd		Reading and the Language Arts	
			S	Teaching Reading in the High School	
		SEd		Nature of Exceptional Child	
	E		S	History and Philosophy of Education	
		SEd		Introduction to Mental Retardation	

Teacher Preparation Phase Resume

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There is no handwriting or other markings on the paper.

1. _____
2. _____
3. _____
4. _____

PHASE III DECISION MAKING SEMINAR

Please write a brief paragraph reflecting the attitudes you have made about the profession of teaching and the decision you made.

PHASE IV SPECIFIC AIDING (List school, level or subject(s), and teacher)
Time in $\frac{1}{2}$ days.

1.

2.

3.

4.

PHASE V STUDENT TEACHING (List school, level or subject, and teacher)
Time in $\frac{1}{2}$ days.

1.

 2.

 3.

-

ED 073112

Entry of

CARDINAL STRITCH COLLEGE

1972 DISTINGUISHED ACHIEVEMENT AWARDS PROGRAM

of the

AMERICAN ASSOCIATION OF COLLEGES FOR TEACHER EDUCATION

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INTRODUCTION

The College

Cardinal Stritch College, founded in Milwaukee, Wisconsin in 1937, is an accredited Catholic college of liberal arts, operated by laymen and religious personnel. Coeducational since 1970, it is open to men and women of any race, creed, or nationality. Stritch has been located in Fox Point, a suburb northeast of Milwaukee, since 1962.

The College offers degree programs at both undergraduate and graduate levels. Brochures have been included which describe: (1) Two-year Associate of Arts (A.A.) degree programs in art, child care, mental retardation, and food service; (2) Four-year Bachelor of Arts (B.A.) degree programs in fourteen majors, Bachelor of Fine Arts (B.F.A.) in Art, and Bachelor of Music (B.Mus.) in Music Education and applied fields; (3) Master of Arts (M.A.) degree programs in (a) Reading - for Special Reading Teacher, Consultant, Clinician; and (b) Special Education - Mental Retardation, Learning Disabilities, and Religious Education.

Between 800 and 900 students are enrolled each semester. These men and women include full- and part-time students, residents (women) and day students, undergraduate and graduate students, recent high school graduates and veterans. Representatives of different states and several foreign countries afford a cosmopolitan aspect to the student body. Seventy-five to eighty per cent of the full-time undergraduate students are enrolled in teacher education.

Full- and part-time teachers, numbering more than 60, have superior credentials and impressive records of experience. Most classes range from 10 to 15 students, making possible desirable teaching-learning situations.

With pride in its tradition of stressing the humanities, Cardinal Stritch College offers a teacher education program which it believes is unusually effective. The case study that follows -- the Stritch Teacher Education Program -- includes: (1) description and development of the program; (2) objectives; (3) personnel; (4) budget; (5) facilities and supporting services; (6) evaluation procedures and data; (7) a statement of how the program contributes to the improvement of teacher education; and (8) supplementary data in the form of (a) the Teacher Education Handbook, (b) brochures describing the degree programs, and (c) descriptive material about the program and laboratory facilities.

STRITCH TEACHER EDUCATION PROGRAM: A CASE STUDY

Historical Background

From its inception, the College had as its primary objective the education and preparation of teachers. Course offerings by the Department of Education have continued to play a vital role in the total college program. From a few offerings in music, art, physical education and psychology, dating from 1932, the history of the Department of Education shows that advancement was made in 1935 when courses were added " . . . affording background into the true understanding of teaching and education from the standpoint of (1) knowing the child, (2) following the implications and advancement of education throughout the years of history, and (3) evaluating true education through the application of sound principles."

Methods of teaching were taught, although emphasis on understanding and not mere technique has always been a strong feature of teacher education at the College. Students had the opportunity for the first time to engage in Student Teaching during the second semester of the 1935-36 term. With the addition of a course in measurement, the College inaugurated a complete teacher education program--study of education, study of the child, study of methods, and measurement of results--in a series of course offerings which remained a stable part of the departmental offerings in basic teacher training until 1950.

Ph.B. Degree

The first course in primary education was taught in the summer of 1940, and the total program prepared prospective teachers for grades one through eight. In the fall of 1950, the State Department of Public Instruction gave formal recognition to the sequence of courses for issuance of a license for Kindergarten-Primary Education to the graduates of Cardinal Stritch College, believed to be the first such program inaugurated in a Catholic college in the State of Wisconsin. The other two programs were Elementary Education (grades 4-8) and Secondary Education; all three culminated in the Ph.B. degree.

B.S. in Education

In 1950, the Education Department introduced a unified sequence of courses leading to the B.S. in Education degree. Written at that time, a brochure for distribution to students interested in becoming teachers contains the statement of objectives of the program and a description of the relationship of teacher education to the total institutional program:

" . . . courses in education are designed to prepare students for future teaching careers by integrating their cultural and philosophical background with professional training."

B.A. Degree with Liberal Arts Major

The faculty of the Education Department pioneered in the local area in considering adoption of a B.A. program for teachers. In 1959, programs of concentration in the liberal arts, providing for the necessary education courses to fulfill requirements of the State Department for certification, were adopted by the College's Curriculum Committee for inclusion in the 1960-62 catalog.

The B.A. degree program with a revised form of concentration was adopted by the Committee in the fall of 1963 and remains--basically--the program presently offered. A program of Special Education at the undergraduate level for students preparing to be teachers of the mentally handicapped was introduced in the fall of 1964.

Present Bachelor's Degree Programs

General Education Requirement

Growing out of student requests for greater flexibility in the selection of courses, an Ad Hoc Committee on Curriculum Revision drew up a revised program of general education requirements, which was approved in the spring of 1970. Allowing students more options for electives, the core of requirements was reduced from a minimum of 62 to 37 credits. The basic requirements, common to all four-year programs, include the following:

1. Communications, Oral and Written -- 2 courses
(Passing a proficiency test in these areas may exempt a student from this requirement, thereby allowing two additional electives.)
2. Humanities --
 - a. Literature or Foreign Language -- 2 courses
 - b. Art and/or Music -- 2 courses
 - c. Philosophy and Theology -- 3 courses in 2 areas
3. Mathematics and/or Natural Sciences -- 2 courses
4. Social/Behavioral Sciences -- 3 courses not all in the same area

Economics	History	Psychology
Geography	Political Science	Sociology
5. Physical Education -- 2 semesters (full-time students only)

Academic Programs

With the approval of two new majors--Social Studies and Educational Psychology--in the spring of 1970, the Bachelor of Arts (B.A.) degree presently may be pursued in one of the following undergraduate majors: art, biology, chemistry, educational psychology, English, French, history, home economics (general, foods), mathematics, music, religious studies, social studies, sociology, and Spanish.

The Bachelor of Fine Arts (B.F.A.) degree in art and the Bachelor of Music (B.Mus.) degree in music education and in applied fields of organ, piano, violin, or voice are also available.

Professional Preparation

Stritch presently prepares teachers for early childhood, kindergarten, primary, elementary, secondary, special education (teaching the mentally retarded), or the special fields of art, home economics, and music. Programs are so designed that students may qualify for teacher certification in Wisconsin and, with appropriate planning, in other states as well.

The National Council for the Accreditation of Teacher Education (NCATE) has approved Stritch's professional education programs.

THE TEACHER EDUCATION FIVE-PHASE PROGRAM

It should be noted from the preceding brief historical account that (1) the liberal arts have consistently been at the center of the College's education programs, and (2) the professional education of teachers has been a primary mission of the College.

Traditional Program

From 1960 to the present, the curricula allowed for students in teacher education to concentrate in a content subject for the attainment of a degree and to take the sequence of courses which would prepare them to teach in the area or level of their choice. Because each teacher education curriculum was integrated into the liberal arts program, four full years were necessary for completing the teacher training course of studies.

Professional education courses were pursued largely in the junior and senior years, beginning with courses in educational psychology, tests and measurements, and human growth and development as basic to further study and to the student teaching experience. Methods courses in the teaching of music and art were usually taken in the sophomore year, but could begin as early as the freshman year. Other specific methods courses were pursued in the junior year in conjunction with limited opportunities for classroom observation. Student teaching was done during the first semester of the senior year, and was scheduled for half-days for fifteen weeks.

Often students were critical of the long period of academic prepa-

ration allowing for little practical experience in the school situation - which experience was often confined to the student teaching period. With the profession's increasing emphasis on the need for early involvement of students in classroom experiences with children, Stritch's Education Department turned its attention to adoption of a new program of clinical experiences.

Development of the New Program

The sequence of requirements in the new program reflects a changing focus in teacher preparation, as students are involved in clinical experiences from their freshman year onwards.

Believing that part of this changing focus is the involvement of participating school personnel in planning programs to prepare teachers, the College's Education Department faculty invited administrators and teachers to join with them in designing the new program. A tentative proposal - written by members of the Education Department - outlining the scope, sequence, and purposes of a Five Phase Program, was subjected to the critical appraisal of principals, cooperating teachers, and alumni presently engaged in teaching. In each instance, constructive criticisms and suggestions resulted in accommodations and modifications which were finally adopted as described in the Teacher Education Handbook.

The response to initiation of the program was one of genuine enthusiasm and wholehearted support. Letters from administrators indicated approval of the purposes of the program as well as willingness to participate. Cardinal Stritch College is in the enviable position of having more requests for placement of aides and student teachers than it has students to fill such requests.

Throughout the development of the program, advice was sought from the College's academic departments in terms of their contributions and participation. Much of the program's strength can be attributed to the support and encouragement given to teacher preparation by all academic areas represented on the Stritch campus.

The Teacher Education Committee, whose members represent academic as well as education departments, (1) assumed responsibility for reviewing and appraising the entire teacher education program, and (2) recommended its approval to the Curriculum and Academic Affairs Committee where it was formally adopted as a part of the College's total academic program, effective in the fall of 1970.

Following revisitation by the National Council for Accreditation of Teacher Education in October, 1970, Stritch's teacher education program received NCATE approval in May, 1971.

The approved teacher education sequence, together with the revised core of general education requirements, includes the strengths of previous programs and affords the added dimension of clinical experiences, early involvement of students, and emphasis on self-development, understanding, and decision-making.

Objectives of the Program

The objectives of the Cardinal Stritch College Teacher Education Program are:

-- To provide a four-year program of clinical preparation with the aim of assisting individuals to (a) become increasingly perceptive, (b) have a positive concept of themselves as teachers, (c) know and accept their personal motives for becoming teachers, and (d) develop skills consistent with their personal ability and the demands of the educative process.

-- To provide experiences, opportunities, and instruction suited to students' learning styles, learning rates, and educational priorities. Providing such a program is one way of fostering the growth of self-directed, self-developing teachers.

-- To provide means of communication with personnel of the schools (public and private) which work with Stritch in the preparation of teachers. Interaction of administrators and cooperating teachers with College personnel is essential to the continuing growth and updating of the teacher education program to meet the changing needs of society.

-- To provide rich and varied opportunities in which the teacher candidate can be given encouragement and assistance to become a self-developing, continually-growing person. These experiences, it is hoped, will enable students to adapt to and fulfill their roles in shaping and responding to future change.

Description of the Five Phases

The Five Phase Program provides on-going clinical experiences for students in conjunction with general education, academic concentration, and professional education course work. Effort is made to correlate understandings and insights derived from the more formal course work with the practical understandings garnered through active participation in school settings.

Phase I

Phase I, Guided Observation, provides (1) a series of field trips into the schools, and (2) formal and informal classroom experiences. Ordinarily, Phase I operates throughout the freshman year. However, transfer students or those undecided about their future plans at the time of admission, may enter this phase at other than the freshman level. During the first semester, field trips are scheduled so that students view a variety of schools and the complete pupil age range from early childhood through secondary. There are opportunities to observe in special education and in the special areas of home economics, art, and music.

In August, a form is sent to administrators of selected public and private schools who have indicated a willingness to participate in the

Phase program, asking for permission to visit on a specific date. Visitations are scheduled every other week. Students are divided into small groups numbering fifteen to twenty, and are accompanied by a member of the Education Department faculty.

Early trips are taken to schools serving kindergarten, primary and intermediate pupils. Later, middle schools and high schools are visited. This arrangement is followed to provide an orderly sequence and to facilitate understanding of the developmental needs and abilities of children. On-campus visits are regularly scheduled at the Cardinal Stritch College Reading Clinic and the Children's Activity and Achievement Center (for children with discernible learning disabilities).

Final visits made during the first semester include a trip to St. Coletta School for the mentally retarded and inner city public and community schools.

As planned, each visit is followed by an all-morning, on-campus session devoted to a discussion of the observation and to an orientation to teaching. The orientation has included sessions devoted to: (1) need for development of a sense of commitment, (2) development of observational skills, (3) introduction to different school organizational patterns, and (4) introduction to interaction in the classroom, methods of teaching, motivation, and behavioral objectives.

Administrators and teachers in the schools visited thus far have proved to be able and willing contributors to prospective teachers' growing understanding of the functions, needs, and purposes of the schools. Students have become increasingly aware of the great differences that exist among schools, administrators, and teachers. As students compare and contrast what they observe, they begin to build a repertoire of attitudes, skills, and

understandings. They become apprised of the kinds of situations that may exist in the schools--some positive and some negative.

Each student is asked to complete an observation form which is read by at least two faculty members and is retained in the student's education file. Later, in reviewing their earlier reactions, students can be assisted to recognize the growth and development of their perceptions, ideas, attitudes, and values.

Phase II

Phase II, General Aiding, usually takes place during the sophomore year. However, as with Phase I, students may engage in aiding activities as their need for this type of clinical involvement arises. Depending upon previous opportunities they have had in working with children, some students need more experience in aiding than others.

Placement for aiding is accomplished in relation to each student's unscheduled time. Therefore, the coordinator of Phase II must work with each individual in making aiding assignments. After receiving a student's schedule, the coordinator contacts the school asking for permission to place an aide for a specific period of time.

Students in Phase II are expected to aid in at least three or four different situations in order to reinforce the broad overview of the educative process developed in Phase I. However, students are given choices as to schools and particular interests, and these requests are honored wherever possible.

Aiding activities reflect a wide range of classroom involvement. Some of these activities include helping individual children with specific assignments, listening to children read, organizing math materials, correcting English composition papers, tutoring in music, preparing materials

for mentally retarded students, working with card catalogs in audio-visual centers, and many others. (See "Aides to Learning" in accompanying materials.)

In addition to filling out reports on their aiding activities, the student aides themselves are evaluated by the supervisor in the schools and by the coordinator of Phase II. Each student is also encouraged to continue the kind of introspection begun in Phase I as to: (1) his motives, attitudes, and reactions to children; (2) the teaching process; (3) life in the classroom; and (4) the effort needed to support sustained and successful instruction over a long period of time.

Phase III

Phase III, the Decision Making Seminar, held toward the end of the sophomore year in the form of a week-end retreat, presents an opportunity for students and faculty to review and explore together the insights, activities, understandings, and reactions developed in Phases I and II. Students are encouraged to scrutinize carefully their reactions to the experiences of Phases I and II, and to relate these to the involvement and commitment that will be expected of them in meeting the requirements of Phases IV and V. At this time, students are asked to begin to develop their personal philosophy of education--an essential element in the kind of commitment necessary for successful teaching.

As students review their experiences in the first two phases, it is hoped that they will be able to decide whether (1) to withdraw from teacher preparation - a career decision based upon a more realistic understanding of self in relation to the demands of the profession, or (2) to continue preparing for teaching by making a definitive decision as to the particular level and/or subject area of education which seems best suited to their

needs, interests, and abilities. Again, the latter decision should be based upon an understanding of self in relation to the particular demands of the chosen area.

In accordance with the decision made, the student who wishes to continue makes formal application to the Teacher-Education Program. At this time, he must fulfill the requirements specified for acceptance into Phases IV and V and his application must be reviewed and approved by the Teacher Education Committee.

Phase IV

Phase IV, Specific Aiding, is intended to provide several opportunities to aid in the student's chosen area of interest. This phase will be instituted in the fall of 1972. It is hoped that, as a result of experiences gained during four quarters of specific aiding, the student will be in a position to make preferential judgments about his placement for student teaching. Because the student teacher will have become acquainted with the school and the cooperating teacher prior to teaching, he should be able to assume teaching responsibilities much earlier and with greater ease. Also, such prior acquaintance should help to insure a mutually satisfying, cooperative venture in the classroom.

Phase IV students are to be supervised by both school and college personnel. Seminar-type sessions will be provided for students aiding at various levels and in different subject fields. Both the college supervisor and the individual student will share the responsibility for evaluation based on performance criteria and expectations.

Phase V

Phase V, Student Teaching, is the culminating and critical experience of the Five Phase program. It is believed that the first four phases will

have sufficiently oriented, prepared, and motivated the student to assume his responsibility to the pupils, the cooperating teacher, his assigned school, and--most important of all--to himself, in a confident, competent, and professional manner.

The Performance Inventory, an instrument devised at Stritch, sets forth proficiency criteria based upon the expectations for accomplishment during Phase V. The college supervisor, cooperating teacher(s), and student himself use guidelines outlined in the Performance Inventory to review the teacher role expectations and behavior as they are assumed by the student teacher. Thus, through the Inventory, all personnel involved in evaluation have a common understanding of the expectations for competency.

Final evaluation of Student Teaching is undertaken, whenever time and scheduling permit, in a three-way conference which includes the student teacher, cooperating teacher(s) and college supervisors. Each contributes his unique insights to the total evaluative process. An understanding of the process of sharing responsibility in evaluation is thought to be as important to the development of the successful teacher as is the product. The foregoing statement is based on the assumption that students who are able and willing to assess both their strengths and weaknesses will be teachers who will be (1) open to assistance, suggestions, and new ideas and (2) flexible, developing, and continually learning.

Administration and Personnel in Teacher Education

The administration of Stritch's Teacher Education Program is the shared responsibility of four department heads: Education, Psychology (joint appointment), Special Education, and Reading. As the Director of Student Teaching, the Education Department chairman coordinates the activi-

ties of all personnel in teacher education and serves as chairman of the Teacher Education Committee. Department heads are under authority of the Dean, who acts as Chairman of the Committee on Curriculum and Academic Affairs. Responsibility for the administration of the total academic program of the College ultimately rests with the Vice-President for Academic and Student Affairs.

The Teacher Education Committee, established in 1964, has the following functions:

1. Appraises and evaluates proposals made by the respective departments for teacher education curricula before submission to the Curriculum Committee;
2. Makes recommendations to the Curriculum Committee in the light of the evaluation and appraisal;
3. Coordinates the teacher education program;
4. Approves admission of students into Phases IV and V of the teacher education program.

The Teacher Education Committee is presently composed of eight persons: Head of Education Department, chairman; Head of Special Education Department; Head of Reading Department; and faculty members representing the Departments of Foreign Languages, Mathematics, Social Studies/History, Chemistry, and Art.

The Committee on Curriculum and Academic Affairs is charged with overall determination and administration of the College's general instructional plan and its requirements and standards for graduation. It also studies new methods and trends in education.

Present membership of the Curriculum Committee includes the following eleven persons: Dean of Studies, chairman; Faculty members of

seven departments: Biology, Chemistry, English, French, Music, Reading, and Religious Studies; three students elected by the student body.

The joint faculties of the Education, Psychology, Special Education, and Reading Departments have the following functions:

1. Initiate and formulate policies relating to undergraduate teacher education.
2. Propose and recommend changes in teacher education curricula in accord with changing trends and certification requirements.
3. Set up standards for undergraduate teacher education.
4. Assume responsibility for course offerings and share supervision of student teachers.

The faculties of the teacher education departments include the following:

Professional Education Faculty

1971-72

Designation	Degree	
	Ph.D.	M.A.
Full-time, professional education faculty	4	6
Full-time faculty, devoting part-time to professional education courses	0	8
Part-time faculty in professional education	0	9

Eleven faculty members (3 Ph.D., 8 M.A.) are engaged in teacher education at both the graduate and undergraduate levels. One Ph.D. in Special Education is on leave of absence until fall, 1972.

Faculty members designated as "full-time, devoting part-time to professional education courses" are the methods instructors in the academic departments who share responsibility for supervision of student teachers at the secondary level.

The chairmen of major undergraduate departments are responsible for the academic courses and subject matter content in their respective fields as these pertain to the teacher education program. Their recommendations are channeled through the Curriculum Committee.

The Registrar of the College is responsible for recommending students for teacher certification.

Students in Teacher Education

Currently, 59 students are enrolled in Phase I of the Teacher Education Program, 29 in Phase II and 35 in Phase V.

It will be noted that Phase I includes more students than does Phase II. This is due to the fact that students are encouraged to participate in Phase I even though they may not eventually select teaching as a career. The opportunity to view a variety of schools in action, to discuss trends in school organization, and to observe the learning-teaching act is appealing to students who may select other careers but who realize that an understanding of the educational process can afford valuable insights.

In addition to the more structured activities of the phase program, students work with children and youth in such varied volunteer groups and agencies as Scouting, Confraternity of Christian Doctrine, Sunday School, and centers for underprivileged children. Student teachers in special education generously offer informal recreation and education for the retarded at the Jewish Community Center, Nicolet High School, the State's Southern

Colony, the Milwaukee Public Schools' Recreation Division, and other agencies. Individual students spend their summers at camps for the retarded.

Cooperating Schools and Personnel

In response to Stritch's invitation, 43 schools have indicated a willingness to participate in the Five Phase Program at this time. These schools represent 14 suburban school districts, the City of Milwaukee, and the Milwaukee Catholic Archdiocese. Of the total, 33 are public (16 elementary, 7 middle or junior high, and 10 high school); 10 of the schools are Catholic (6 elementary and 4 high schools). All have responded with enthusiasm and interest and are giving active support to the program.

During the first semester of the 1971-72 academic year, approximately 80 cooperating teachers, representing all levels of education and all types of school organization, have worked with Stritch's student teachers. Another 30 teachers have assumed responsibility for working with the aides in Phase II.

FACILITIES AND SUPPORTING SERVICES

Laboratory Schools

St. Coletta School, Jefferson, Wisconsin

Stritch has long been known for its work in training teachers of the mentally retarded. The Franciscan Sisters, who own the College, are pioneering experts in special education. They have taught handicapped children and adults since 1904 and presently operate residential centers for retardates at Jefferson, Wisconsin; Palos Park, Illinois; and Hanover, Massachusetts.

The College uses St. Coletta School, Jefferson, as a laboratory for direct learning about mental retardation. Located only 50 miles from the college campus, visitations are made by groups of students in the early phases of the program; arrangements are made for some students to spend longer periods of time, such as the Winterim, as teacher aides; both graduate and undergraduate courses are taught at the laboratory school during the summer session; and some courses on campus are taught by college-level instructors from St. Coletta School.

Cardinal Stritch College Reading Laboratory

For more than a quarter-century, the College has offered courses, conducted research, and provided clinical services in the field of Reading. The U. S. Government recognized Stritch's outstanding record of performance when it awarded \$165,000 in federal funds toward construction of the Reading Laboratory on the college campus. The \$832,000 structure, completed in 1968

is one of few facilities of its kind in the United States.

Classes are scheduled in the Reading Clinic for primary and intermediate grade pupils, skills programs are arranged for boys and girls entering high school, and a course in College Reading Skills is made available to high school seniors and college freshmen. Opportunities are offered teacher education students for observation of classes, tutoring, and aiding. In addition, a Reading Materials and Curriculum Library, as well as testing equipment and other resources housed in this laboratory, are available to both graduate and undergraduate students.

Children's Activity and Achievement Center

In 1969, the Wisconsin Society for Brain-Injured Children invited the College to consider inaugurating a program for the training of pre-school children with learning disabilities. In the fall of that year, the Children's Activity and Achievement Center was opened in temporary quarters at Congregation Sinai, under the direction of the Chairman of the Department of Special Education.

The Center--now in its third year--presently enrolls 50 children, serves not only as a laboratory school in the College's program in mental retardation, but also as a developing facility for instructional services, scientific research, and clinical training for educators. Plans are being made to build a separate laboratory on campus which will house the Center.

Audio-Visual Center

During the last two years, video tape recorders, both floor and portable models, have been added to previously acquired cassettes, tape recorders, film and film strip projectors, record players, overhead and opaque projectors. The video tape recorder is used to film a variety of

classroom settings which, in turn, are employed for discussion purposes. The audio-visual center, a college classroom converted to use for both the housing and use of equipment, contains many filmed classroom sequences.

The video tape recorder has been used in micro-teaching situations at the pre-student teaching level, and this fall the portable video tape recorder is filming student teachers in their classrooms. These segments will be used by college supervisors, cooperating teachers (when possible), and student teachers in critiquing and evaluating teaching so that honest self-evaluation can contribute to the student teacher's growth and development. More extensive use of this equipment is planned as more faculty members receive training in its use.

A member of the Math Department is currently coordinating the utilization of all audio-visual equipment with valuable help from student assistants.

The Teacher Education Center

Stritch's Teacher Education Center serves as the focal point for dynamic interaction of students with students and of students with faculty. This facility is widely used by both students and faculty on an informal and formal basis. The Student Education Association and the Student Council for Exceptional Children hold their officer and general meetings in the center. The Teacher Education Committee also meets there regularly, as do some Student Teaching Seminars and other small classes.

The Teacher Education Center is used by students for the preparation of student teaching materials, work on projects in curriculum courses, and other activities related to teacher preparation. While not yet functioning as a curriculum library or resource materials center, it does house a wide

variety of curriculum materials including series of reading, mathematics, social studies, and science books; professional magazines; student-made idea boxes and curriculum projects; and pamphlets and books related to all aspects of teaching. Audio-visual materials - including records, tapes, recorders, filmstrips, and projectors - are available for student use.

Students assume responsibility for attractive and informative displays as well as current teacher-related news, and announcements concerning conferences, workshops, and other enriching pre-professional activities.

The Teacher Education Center has become a vital professional setting for students and faculty, providing a learning climate for the kinds of personal interactions and professional exchanges which must later take place in the schools where children benefit from teachers' shared insights, ideas, concerns, and understandings.

Student Organizations

Students in teacher education are active members of the Student Education Association and the Student Council for Exceptional Children, professional organizations on the Stritch campus. The Student Education Association is affiliated with both the Wisconsin Education Association and the National Education Association; the Student Council for Exceptional Children is affiliated with the national and state organizations of the Council for Exceptional Children.

Both of these organizations provide opportunities for students to develop their leadership potential and provide additional opportunities for student-to-student as well as faculty-student interaction. Monthly meetings, lectures, workshops, displays, and informal "rap" sessions are among the activities planned and conducted by the students.

A local unit of the Wisconsin Association of Teacher Educators is in the initial planning stage. In response to a questionnaire, many cooperating teachers and administrators have indicated an interest in becoming members of such a unit. Two members of the Education Department faculty are presently serving as secretary and treasurer of W.A.T.E.

Additional Clinical Opportunities

This fall, Cardinal Stritch College placed two 1971 graduates as interns in a local middle school. Participation in an internship program enables an individual to earn student teaching credit in a ninth semester. The interns are paid according to the pay scale of the hiring school, are under contract, and are members of the professional staff. They are involved in all the areas of responsibility expected of full-time faculty; in addition to being supervised by faculty members of the school, they are supervised by college faculty from both the education and content field departments. They meet in a bi-weekly seminar on campus as well as in joint school-college conferences at the school.

Because several other students have been allowed to complete all academic course work prior to student teaching, they, too, are fulfilling student teaching requirements in a ninth semester. This arrangement enables them to teach full days for the semester.

January Program

Stritch operates under a modified 4-1-4 semester plan. This schedule enables many students to participate in a variety of clinical activities during the month of January. By teaching full days during this month, students may acquire needed additional experience. Some students choose to

do some student teaching at this time because they are not encumbered with other college obligations. Still other students are involved in full-time observing-aiding activities.

During the 1972 January Program, a new clinical dimension will be tried. Five student teachers, four aides, one student "shadowing" the principal, and two math majors who will work exclusively in the school's mathematics laboratory will be assigned to a single school under the joint supervision of the school principal, its cooperating teachers, and two college supervisors. Seminars will be conducted on site. As several levels of pre-professional development are represented in the student group, it is believed that the interactions among them will strengthen their understandings of the teaching process, as well as deepen their awareness of children's diverse needs. Students in this wide-range experience will have opportunities to attend faculty meetings, parent-teacher conferences, PTA meetings, team-teaching meetings, and their own seminar.

The elementary school principal involved in the planning and coordinating of the January Seminar is presently teaching a "Parent Education" course on the Stritch campus.

One of the aims of the Five Phase Program, as stated elsewhere, is to afford opportunities for partnership between the College and its cooperating schools in their common concern for preparing teachers realistically, effectively, and humanistically. It is believed that experiences such as those described will provide and promote direct working relationships between professional partners.

If the above experiment proves successful, and there is every expectation that it will, other groupings of Phase II, IV, and V students will be established at participating schools. It is hoped that there will be

more seminar-type activities involving teachers and administrators in the schools. Such opportunities for students have all too often been the exclusive domain of the college or university.

Budget

As shown on the following page, the combined budgets of the Departments of Education, Psychology, Special Education and Reading provide for the operation of Stritch's Teacher Education Program. Library expenditures related to the program are provided for in departmental allocations of a separate Library budget.

Financial implications of the new Five Phase Program include the following:

1. Personnel - With the requirement of continuing supervision of first and second year students in early phases of the program, there will be need for the services of additional supervisory personnel or payment of faculty overload.
2. Transportation - The College does not provide for transportation of students to cooperating schools or for group field trips. These expenses are absorbed by students. However, because travel expenses of supervisory lay personnel are reimbursed at the rate of 10¢ per mile, additional travel costs will be incurred due to increased numbers of students in placements at more schools.
3. Materials - More extensive use of micro-teaching techniques and the consequent need for additional audio-visual hardware and software will necessarily increase the ITV budget.

Handbooks, brochures, evaluative tools, application forms, and informative materials are prepared by faculty members and reproduced on off-set by College personnel. No major increase in expenditures is anticipated here.

Remuneration of cooperating teachers is not a College expenditure; the fee assessed students is paid directly to the teacher.

CARDINAL STRITCH COLLEGE

DEPARTMENTAL BUDGETS

1971 - 1972

<u>Department</u>	<u>Salaries</u>	<u>Supplies</u>	<u>Sub-Total</u>	<u>Contributed Services</u>	<u>TOTAL</u>
Education	\$ 23,500.00	\$ 1,004.00	\$ 24,504.00	\$ 11,000.00	\$ 35,504.00
Special Education	- -	1,283.00	1,283.00	22,400.00	23,683.00
Reading	15,800.00	2,317.00	18,117.00	20,750.00	38,867.00
Psychology	9,600.00	420.00	10,020.00	1,875.00	11,895.00
	\$ 48,900.00	\$ 5,024.00	\$ 53,924.00	\$ 56,025.00	\$ 109,949.00

EVALUATION PROCEDURES AND DATA

As has been noted in the description of the Five Phase Program, evaluative devices are used throughout the program to help the student examine his progress in the development of skills and understandings related to teaching. Students are also evaluated by cooperating teachers, school and college personnel.

The Performance Inventory, used as the evaluation tool in Phase V, is to be found in its entirety in the Teacher Education Handbook. Students are rated behaviorally in each of the following categories: Human Relations, Role Adequacy, Flexibility, Organization for Teaching, Instructional Techniques, Communication, Classroom Management, Evaluation of Pupil Progress, Professional Preparation, Self Perception, and Professionalism.

For each category, the Performance Inventory presents types of evidence to be used by the student teacher and his supervisors as guides in making evaluative judgments of competence. The student teacher is rated at the level of proficiency that best describes his performance. The ratings adopted and a description of each follow.

Assistant Teacher (AT): The student teacher performs at a level at which he needs additional time under supervision.

Beginning Teacher (BT): The student teacher performs at a level which demonstrates that he is able to assume the role of beginning teacher.

Teacher (T): The student teacher performs at a level usually associated with more experienced teaching.

Serious attempt is made to gear the expectations of Phase V to individual needs, abilities, and experiential background, as well as to differing learning rates and styles. Provision for individual differences is made in allowance for the possibility that some students will need more time than others to achieve a level of acceptable performance. Thus, some students may reach a level of competency at which they are ready to assume the role of beginning teacher in two quarters, while others may need an additional quarter or more. If a student is rated Assistant Teacher in several performance categories, arrangements will be made for additional student teaching experience under the supervision of especially perceptive and effective cooperating teachers.

The joint Teacher Education Departments and the Teacher Education Committee have recommended to the Curriculum and Academic Affairs Committee that the traditional grading system of A, B, C, D be replaced by Satisfactory/Unsatisfactory.

In an attempt to assess the effectiveness of the new Performance Inventory, student teachers were asked to respond to a series of evaluative statements. Results have been tabulated and are shown in Table 1.

It is evident from the responses of this group of students that:

- (1) over 90 per cent regard the Performance Inventory as a fair and satisfactory instrument for evaluating the student teacher;
- (2) approximately 75 per cent agree that the inventory has received praise from their cooperating teachers, though there is evidence of some negative feedback;
- (3) at least one-fourth of the group does not agree that the instrument is a "positive and frequent reference for guiding" the student in his teaching activities.

It is possible that reference in the same item to both positive value and

TABLE 1
STUDENT ASSESSMENT OF PERFORMANCE INVENTORY EVALUATION

N = 23

Questionnaire Item	Strongly Agree		Agree Somewhat		Disagree Somewhat		Disagree Strongly		NR
	No.	%	No.	%	No.	%	No.	%	
1. The Performance Inventory comprehensively addresses itself to the proficiencies required of me as a student teacher.	18	78	4	17	1	4	0	0	0
2. The Performance Inventory is a very fine tool for Student Teaching evaluation.	15	65	7	30	0	0	0	0	1
3. The Performance Inventory has elicited positive praise from my cooperating teacher.	10	43	7	30	5	22	0	0	1
4. The Performance Inventory is a positive and frequent reference for guiding me in my student teaching activities.	8	35	9	39	5	22	1	4	0
5. The Performance Inventory is a satisfactory form by which to be evaluated.	15	65	8	35	0	0	0	0	0
6. The Performance Inventory offers the evaluator a real opportunity to evaluate my student teaching fairly and comprehensively.	17	74	3	13	3	13	0	0	0

frequency of use detracted from its clarity.

Students presently enrolled in Phases I and II responded to brief questionnaires intended to evaluate their perceptions of the effectiveness of these aspects of the program. Table 2 shows the questionnaire items presented to students in Phase I, at the end of the first semester, 1971.

While there are variations in the degree of concurrence, at least 80 per cent of this group of students responded favorably to all items, with the exception of item 4. Readings in the textbook are not regarded as helpful by 40 per cent of the students who responded.

It is interesting to note that the highest percentage of favorable responses were related to that aspect of the program aimed at assisting students to make a decision regarding teaching as a vocational choice.

Students in Phase II of the program also evaluated their experiences by responding to nine questionnaire items, as shown in Table 3.

Generally, there is agreement with all the questionnaire statements. Favorable answers range from 55 to 84 per cent. The only noteworthy occurrence of negative responses relates to students' inability to gain help from their experiences to decide the level and curricular area they prefer. In light of the response of the first year students, it is possible that decisions are reached earlier, and that the Phase II program does not contribute as much to decision making about one's career choice as it does to the reinforcement of other kinds of learning. The pattern of unfavorable responses would suggest that only four or five students were displeased with all aspects of Phase II.

TABLE 2

STUDENT ASSESSMENT OF PHASE I, FIRST SEMESTER 1971
N = 35

Questionnaire Item	Strongly Agree		Agree Somewhat		Disagree Somewhat		Disagree Strongly		NR
	No.	%	No.	%	No.	%	No.	%	
1. The Phase I program (Ed. 100) has helped me in making decisions regarding teaching.	19	54	15	43	0	0	1	3	0
2. Phase I has helped me in understanding myself better.	11	31	19	54	4	11	1	3	0
3. My reactions to my observations have been positive.	10	28	21	60	4	11	0	0	0
4. I have found the readings in the text to be helpful.	7	20	13	37	11	31	3	9	1
5. Phase I on-campus sessions have provided sufficient individual attention to the needs of each student.	6	17	24	69	2	6	2	6	1
6. I have found the video tapes, tapes, filmstrips, and films interesting.	18	51	14	40	3	9	0	0	0
7. Phase I has sufficiently encouraged individual responsibility.	15	43	13	37	5	14	1	3	1
8. I have found the small group discussions a valuable learning experience.	19	54	12	34	3	9	1	3	0
9. I have found the large group discussions informative.	12	34	18	51	4	11	0	0	1

TABLE 3

STUDENT ASSESSMENT OF PHASE II, FIRST SEMESTER 1971

N = 18

Questionnaire Item	Strongly Agree		Agree Somewhat		Disagree Somewhat		Disagree Strongly		NR
	No.	%	No.	%	No.	%	No.	%	
1. My attitude toward my weekly Phase II activities is very positive.	8	44	6	33	2	11	2	11	0
2. Phase II has enabled me to become very active in general classroom activities.	8	44	4	22	4	22	2	11	0
3. Phase II activities are contributing to my preparation as a future teacher.	10	56	4	22	2	11	2	11	0
4. My Phase II college supervisor has been very helpful and concerned.	5	28	7	39	3	17	2	11	1
5. The school (or schools) in which I am involved have been most receptive and supporting of my various activities.	10	56	3	17	3	17	2	11	0
6. I have developed valuable insights as a result of my Phase II involvement.	10	56	5	28	2	11	1	6	0
7. I already knew what ages and curricular areas I wanted to teach in before my Phase II activities.	10	56	4	22	4	22	0	0	0
8. My Phase II experiences are provided me with help in deciding what age and curricular area I want to function in.	6	33	4	22	4	22	4	22	0
9. I am happy and positively excited about my Phase II experiences.	7	39	7	39	2	11	2	11	0

In reviewing the evaluative comments made by students in the spring of 1971, following the completion of the first year of active involvement in the Five Phase Program, a member of the Education Department faculty summarized the responses as follows:

The anecdotal comments of the students seem to indicate that the Phase I program is a valid and exciting learning experience and probably a good career-choice facilitator. Two students indicated that as a result of their Phase I experiences, they had decided that they would not pursue teaching as a future career. They expressed appreciation to the program for helping them come to their conclusions.

Like any initial innovation, there are improvements to be made and for that reason all commentaries indicating suggestion of various possible improvements are greatly appreciated. The most consistently expressed objections seemed to concern the lengthy nature of the Phase I experience and some disappointment expressed by a few with aspects of the on-campus activities.

Without exception, everyone of the student commentators expressed a conviction that the total intent and direction of the program was right and valuable for them as individuals and as a group.

CONTRIBUTION OF PROGRAM TO IMPROVEMENT OF TEACHER EDUCATION

One of the major contributions of Stritch's Teacher Education Program is its practical application of the concept of early and continuing student involvement in the process of professional preparation. Stritch has developed an undergraduate program model adapted to the facilities, faculty, finances, and other resources available to a small liberal arts college located in a metropolitan community.

The program described in this report provides students with opportunities to gain a broad overview of pre-school, elementary, secondary, and special education. As indicated, an orderly sequence of carefully planned and supervised activities includes observation and aiding in school situations at different age-grade levels and in a variety of community settings. The provision of such clinical experiences during beginning college years enables individual students to make wise judgments regarding their choice of teaching as a career. It also gives them a fuller appreciation of the complexities and challenges of the teaching role at all educational levels and in the many subject areas.

Stritch's program further provides for viable working relationships between the College and cooperating school systems, directed toward the goals of improved communications, closer collaboration, greater articulation, and shared responsibilities in the important mission of teacher education. From start to finish, or, more specifically, from group observations to student

teaching, it is oriented to the formation of professional partnership arrangements between and among college students and their instructors, and cooperating teachers and local school administrators. In a word - this Teacher Education Program personalizes teacher training in many ways.

The Decision Making Seminar*, Phase III of the Five Phase Program, provides an invaluable opportunity to screen prospective teachers at a critical point in time - prior to the final and more definitive years of professional preparation. This screening involves the student directly in making his own choices and determinations regarding advanced college work and his possible future employment. As each student reviews his interests, aptitudes, understandings, and degree of commitment with members of the several education departments and academic areas, and with members of the Teacher Education Committee, he may choose - through his own new insights - to: (1) make a definite level/subject/area decision in favor of a teaching career, or (2) withdraw from teacher education and enter another field.

Since Stritch's Teacher Education Program is designed to enable the teacher candidate to become increasingly perceptive and aware of his own motives for becoming a teacher, the first three phases of the program are very vital for they contribute needed opportunities for personal involvement and for real experiences. Beyond this, the total Five Phase Program affords the necessary climate within which a basic component of teaching - commitment - is nourished. Without a strong commitment to the teaching profession, it is not possible to maintain the competencies nor to sustain the motivation essential to successful teaching in the Seventies and the decades ahead.

*This basic idea was drawn from "A Guide to Teacher Education Programs," by W. R. Houston for Michigan State University.

Concluding Statement

In presenting the evolving Teacher Education Program of Cardinal Stritch College for public information and professional betterment, the schools' faculty and administration do not claim to have found the perfect plan. We would rather say that we have attempted to implement a rationale and a strategy for bringing today's student into contact with typical circumstances and the hard realities of classroom teaching, which will enable him to decide how he hopes to invest and expend his time, talent, and treasure on behalf of his fellow-man and his society during the years to come.

We are pleased to share our thoughts, our hopes, our dreams. If they seem promising and profitable, we offer them to all interested parties . . . for whatever they may be worth.